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ABSTRACT

An at-risk profile instrument was developed for identification and service delivery for high risk students to identify students in a timely manner so that intervention could occur on a proactive, rather than reactive, basis; and to assist school district personnel to implement, monitor, and modify programmatic and staffing patterns to best meet the needs of the at-risk population. Focus was on developing a flexible profile instrument that would be useful given the dynamic nature of the school setting, since even identification of salient risk factors prevalent during a given period may not remain consistent. The descriptive study focused on 240 seventh graders and 240 eighth graders in 1987-88, 300 seventh graders and 300 eighth graders in 1988-89, 300 seventh graders and 300 eighth graders in 1989-90, and 369 seventh graders and 330 eighth graders in 1990-91 as part of a longitudinal evaluation of an at-risk program in a South Texas school district with large high school dropout rates and a largely Spanish-speaking Mexican American student population. Data collected using the at-risk profile chart yielded three characteristics as most prominent (economic status, limited English proficient status, and extracurricular participation). Findings highlight specific social and academic program needs for these students. Eleven charts and three bar graphs provide data about the study population. Three appendices contain a data collection form, the rating scale criteria, and four tables of findings by grade. A 15-item list of references is included. (SLD)

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AN IDENTIFICATION PROFILE CHART FOR USE IN TARGETING INTERVENTION SERVICES FOR AT-RISK STUDENTS

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Abstract

In the study described, an at-risk profile instrument was developed for two purposes: identification and service delivery. The intent of the first purpose was to identify students on a timely basis so that intervention could occur on a proactive basis rather than a reactive basis. The intent of the second purpose was to assist school district personnel to implement, monitor, and modify programmatic and staffing patterns that would best meet the needs of the 'at-risk' population. The overall purpose was to develop a flexible profile instrument that would be useful given the dynamic nature of the school setting because even the identification of salient at-risk factors prevalent during a given period could not be expected to remain static and consistent. The descriptive study, which focused on students in grades 7 and 8, was one component of a longitudinal evaluation of an at-risk program implemented in a school district with a history of large high school dropout rates. The data collected using the at-risk profile chart yielded three characteristics as most prominent: economic status, Limited English Proficient (LEP) status, and extra-curricular participation. In addition, the findings suggested specific social and academic program offering needs for this population of students.

AN IDENTIFICATION PROFILE CHART FOR USE IN TARGETING INTERVENTION SERVICES FOR AT-RISK STUDENTS

A NOTE FROM THE AUTHOR:

Unquestionably, the use of labels, regardless of the focus of the program, tends to have negative connotations both for those that are participants in the program and those that are not participants in the program. The reality is that "labels" facilitate, in a dynamic setting such as the school workplace, a means of funding, staffing, serving, and monitoring a program. Discussions with many practitioners have evidenced that regardless of what you call these students, e.g., 'Class of 19_', all faculty, staff, and students **know** what these programs are about. Thus, while labels are a nemesis of our society, our real mission as researchers is to look beyond labels and assist practitioners with the identification and program delivery processes that will enable these students to indeed join the ranks of the 'Graduation Class of 19_'.

INTRODUCTION

The purpose of the study was multi-fold:

1. to develop an instrument that would enable school districts to identify students at-risk of dropping out of school;
2. to target the students **most** at risk given the increasing limitation of monies available for special programs, and
3. to determine the most appropriate services needed for this population of students. The descriptive study is one component of a longitudinal evaluation of an at-risk program implemented in a school district with a history of large high school dropout rates.

The literature is replete with national, state, and local studies accomplished that examine the nature of the at-risk student (The council of Chief State School Officers, 1984;

U.S. GAO, 1986/87; IDRA, 1986; Teachers College Record, 1986). Many states now have mandated programs and "set-aside" state monies to fund the implementation of programs to help these students stay in school. The result is increased awareness of the characteristics of a "potential dropout" with increased opportunities for innovative programs to help youth stay in school (Ochoa, et al, 1987; NCCE, 1987; Orr, 1987). Until recently, very little attention has been given to a systematic process for the identification of 'at-risk' students or the most appropriate services to provide for these students (Deblois, 1989; Hamilton, 1986).

Many educators are also now realizing that intervention at the high school level precludes reaching the large number of students who have already left the system during earlier stages of schooling (Wheelock & Dorman, 1988; Hahn, et al, 1987). Thus, the study focused on students in grades 7 and 8, the transition years between the elementary grades of PreKindergarten through sixth grade (Pk-6) and the high school grades of ninth through twelfth (9-12).

Theoretical Framework

Research studies document several factors contributing to the dropout situation (Wisconsin, 1986; Barber & McClellan, 1987). Children at risk are defined as pupils whose school achievement, progress toward graduation, or preparation for employment are in serious jeopardy. Children at risk may also be chronic truants, school-age parents, or abjudicated delinquents. Other contributing factors may be alcohol or drug abuse, family trauma, and physical, sexual, or emotional abuse. Additionally, children who are different from the cultural mainstream, whether it be economically and/or linguistically related, also are at risk of leaving the school setting prior to graduation.

The numerous possible academic and social factors, contributing to the definition of an at-risk student, complicate the identification process. The issue of program delivery for these students is also complicated given the variety and quantity of factors that may be present.

Research shows that teachers tend to define at-risk students according to social behaviors such as anxiety or social immaturity (Kagan, 1988; Wehlage and Rutter, 1986) and make referrals for at-risk programs primarily on that basis. Other sources of information

acknowledged as more reliable include scores on standardized achievement tests, home environment, and classroom behavior that reflect aggression or withdrawal. The first criterion mentioned, performance on standardized achievement tests, is a common criterion used for selecting students into already established programs for economically disadvantaged students funded by the federal government presently known as Chapter 1 programs. These programs target academic needs solely such as language arts or math. The aggressive classroom behavior criterion is also used to refer students to in-school suspension programs, alternative centers, or total school suspension. In other words, the criterion is used as a reactive tool for identifying students who are potential dropouts.

Thus, there exists a need for early identification of students who may or may not be exhibiting such obvious behaviors as described above. The dilemma, of course, is in determining which "at-risk" factors are more salient to contributing to the dropout situation so that appropriate intervention measures may be undertaken.

The study described herein seeks to develop an at-risk profile instrument that will accomplish two purposes: identification and service delivery. The intent of the first purpose is to identify students on a timely basis so that intervention can occur on a proactive basis rather than a reactive basis. The intent of the second purpose is to assist school district personnel to implement, monitor, and modify programmatic and staffing patterns that will best meet the needs of the 'at-risk' population. The overall purpose is to develop a flexible profile instrument that will be useful given the dynamic nature of the school setting because even the identification of salient at-risk factors prevalent during a given period cannot be expected to remain static and consistent.

Methodology

The Population

The site selected for the study is in a county in South Texas located 10 miles from the Mexico-U.S. border. The community, located in a particularly economically depressed part of the state, can be characterized as having a very low economic tax base, a high unemployment rate, and a large high school drop-out rate. The school district population

totals approximately 19,000 students who are predominantly Spanish speaking Mexican-American students. One-third of the student population is comprised of children of migrant families who must leave their homes to seek agricultural employment during different times of the year.

During the first year of the study, the school district had selected a total of 480 students to be served by an at-risk program on two campuses in grades 7 and 8. The second year of the program a new smaller junior high school campus was added to the school district. A program was also established at this third campus serving 50% of the students served by each of the other two campuses. A combined total of 600 students were targeted for intervention during the second and third year of the program (see Chart 1). In 1990-91, a fourth campus was added bringing the total number of students served to 699.

Chart 1

Total Number of Students in the Study

1987-1991

Year	Grade 7	Grade 8	Total
1987 - 1988	240	240	480
1988 - 1989	300	300	600
1989 - 1990	300	300	600
1990 - 1991	369	330	699

The ethnic make-up of the entire student population in the program is Hispanic (Mexican-American). The students selected for the first year of the program were referred by elementary principals and teachers who were asked by central office personnel to utilize both academic and social criteria. The academic criteria included:

1. scores below the 23rd percentile on the Math, Language Arts, and Reading sections of the district-wide administered norm-referenced standardized test (Comprehensive Test of Basic Skills - CTBS);

2. non-mastery of the Math, Reading, and Writing subtests on the 5th grade Texas Educational Assessment of Minimum Skills (TEAMS), the state-wide criterion-referenced test administered at odd grade levels only;
3. retention in one or more grades at the elementary level.

The social criteria included:

1. referrals for counseling;
2. in-school suspensions at the elementary level;
3. poor attitude towards school as exhibited by negative and/or apathetic behavior towards learning; and/or
4. absenteeism.

The frequency of occurrence was not specified for any of the social behaviors. Thus, there was considerable reliance on the judgments of principals and teachers of the sixth grade students.

In the first year of the study, priority was given to those students "most in need" academically because of the need to adhere to federal guidelines stipulated for Chapter 1 funded programs (Education Consolidation Improvement Act, 1981).

The students in this study include the population of students selected for the program. Ideally, the study could have sampled students not included in the program due to lack of space in the program as well as students not referred at all. Several factors contributed to the decision to omit the students in these two categories from the study. The primary factor involves resistance to any evaluative and research efforts on behalf of the school district. Many school district educators still view these efforts as disruptive and costly and fail to see the constructive value of the findings.

The second, third, and fourth years of the study, elementary school staff utilized the 'at-risk' profile chart described below to assist with the selection of students. Students below the 23rd percentile who also had the greatest number of points on the profile chart were given priority in the referral process. Although district personnel recognized that the instrument had not yet been validated, it offered them a means for a more consistent and systematic documentation of the criteria utilized in the referral process.

Data Gathering Instrument

The data collection form (see Appendix A) was developed by the principal investigator to systematically obtain consistent information for all students enrolled in the project. The first part of the form asked for numerous data to address the project's evaluation questions and the second part of the form asked the staff to rate the students on ten (10) characteristics common to high school dropouts as reported in the literature. The characteristics include :

Academic Average	English Proficiency Status
Attitude Towards School	Migrant Status
Economic Status	Marital Status
Disciplinary Status	Extracurricular Participation
Student Employment Status	Parental Status

A descriptive scale of 1-5 was assigned to each characteristic. Each numerical rating was assigned a descriptor appropriate to the characteristic (see Appendix B). The descriptors were developed using input from practitioners with an average of 20 years experience of working with this population of students. The lower the number on the scale for each characteristic, the least likelihood that the student would be at risk.

An additional point was added for each year that the student was overage for the particular grade level, for each year the student was retained, and for each older sibling who had withdrawn from school. Thus, if a student totaled a high rating on the various characteristics, then that individual would have priority in being served.

This procedure was adopted based on the literature in the field and under the assumption by the principal investigator that those students evidencing a high incidence of occurrence in each of the categories would be 'most at-risk' of not receiving a high school diploma. This would enable the districts with decreasing funds and increasing needs to serve those "most in need". An initial arbitrary total "cut-off score" was established to distinguish between those students least 'at risk' which included students who fell in the lower 33rd percent, those students that were 'at moderate risk' which included students who fell in the middle 33rd percent, and those students who were 'most at risk' which included students in the remaining 33rd percent. Although the lack of rigorous research standards evidenced

utilizing this procedure is acknowledged, there are two primary reasons for proceeding in this fashion. First, there was no previous research to inform appropriate distinctions between these three designations of 'at-riskness' and second, validity of the instrument and appropriate analyses such as logistical regression require data obtainable in 1992-1993--the year in which the first cohort of students will graduate.

Data Collection

The data collection activities occurred during the fifth six weeks period of each school year. Teachers, paraprofessionals, and counselors were asked to jointly complete information on each student based on information in the student's cumulative file folder, their knowledge about the student's family, and their daily interactions and observations with the students. This knowledge base on the part of the project staff was possible because of the reduced pupil/teacher ratio (20:1) and the core staffing format of the program (6 teachers for every 120 students at each grade level) which enabled the staff multiple opportunities to interact regularly with the students and their families. The teachers and paraprofessionals in the program received instruction from the principal investigator on each component of the data collection form. Specific examples of accurate and inaccurate notations of data were carefully explained to the core group of project participants. Any anomalies noted on the forms were referred back to the person responsible for data collection to verify the data.

There were two primary reasons for utilizing this method of data collection--capacity building and accuracy. The first reason, capacity building, stems from the district's decision-makers to train staff in the data collection efforts. Administrators felt that participation in the evaluative process would develop the staff's knowledge base about evaluation and the quality control measures required both in the implementation of the program and the evaluation of the program. The second reason, accuracy, stems from the staff's familiarity with the population and the setting. Typically, the data collection efforts are the responsibility of an external body not directly associated with the project. However, given the nature of the instrument, the familiarity with the students was central to the effective completion of the form. As previously stated, the documentation efforts were monitored internally by the project director and externally by the principal investigator upon

receipt of the data.

Achievement data was also collected to determine the accuracy of the use of this criterion in the initial stages of referral. The achievement data gathered included the reading, language arts and math scores on the Comprehensive Test of Basic Skills (CTBS)[1] which is the standardized norm referenced test (NRT) used district-wide for monitoring student growth as well as for selecting students into federally funded programs. Achievement performance data on the Texas Educational Assessment of Minimal Skills (TEAMS)[2] was also used since all students must show mastery on this instrument in their junior or senior year if they are to receive a diploma. The TEAMS is a Texas-specific criterion referenced achievement test (TCRT) administered state-wide each Spring to all students in the odd grade levels beginning with grade 3. [Note: Beginning with the academic year 1990-1991, this test will be administered each Fall to all students in the odd grades beginning with grade 3.]

Data Analysis

A frequency analysis for each at-risk factor in each grade level was accomplished for the data collected on the 'At-Risk' Profile Chart. A range of scores for each category of "riskness" was then determined by dividing the total number of possible points by the total number of categories (3). The total number of possible points was determined by multiplying the total number of characteristics (10) by the total number of possible ratings within each characteristic (5) and adding one point for each year overage, 1 point for each year retained, and 1 point for each older sibling who had dropped out of school (see Appendix C for the possible distribution of points).

Since the first cohort of students will graduate in 1992-93, further analysis to determine the weight of each factor is premature. With the 1992-93 data, however, a logistical regression analysis will be accomplished. Such an analysis will allow for the development of a set of weights to predict whether a student falls in one of the three categories previously mentioned -- low at-risk, moderately at-risk, or high at-risk.

[1] This was changed to the Iowa Test of Basic Skills in 1990.

[2] This was changed to the Texas Assessment of Academic Skills (TAAS) in 1990-1991.

The NRT achievement data was simply analyzed to determine the mean Normal Curve Equivalent (NCE) scores. These scores are used by the district for reporting purposes and are the most meaningful to them in determining overall improvement in achievement (NCE Gain Scores) of the students in the program. An average number of skills mastered was determined for the various sub-tests of the TCRT including Mathematics, Reading, and Writing. While scale scores are available for these sub-tests, two reasons precluded their use for purposes of this study. First of all, scale scores are abstract in nature and require a considerable understanding of statistics to interpret their usefulness and second, the ultimate determining factor in whether these students graduate or not is based on the number of skills mastered. Thus, the use of scale scores for any data analysis for this project was not deemed useful.

Comparisons of student data were accomplished for the following:

1. at-risk profile factors (social factors) across grade levels and
2. student achievement (NRT and TCRT) (academic factors) across grade levels.

Trend data, using NRT Mean NCE scores, were studied to determine if the scores were stable for each of the cohorts for seventh grade, eighth grade, and ninth grade.

Limitations

Ideally, as previously stated, the study would have benefitted from having similar data for cohorts of students referred but not served by the program and students who were never referred for the program. Also as previously stated, however, school research must be conducted within the confines of a dynamic setting which sometimes preclude the application of rigorous research methodology.

Findings/Interpretations

Social Performance

The data collected using the at-risk profile chart yielded interesting data for each of the four years. Of the multiple factors characteristic of at-risk children, three surfaced as the most prominent. The characteristics yielding the highest ratings for this population of students included economic status, Limited English Proficient (LEP) Status, and extra

curricular participation (see Appendix C).

The first factor is not surprising given the location of the research site. The data showed that approximately 85% were on free lunch status which means that the average family income for a family of four is $5,000.00 (ECIA, 1981). Many of these children come from homes with a considerably larger number of family members and a considerably low income level. In the majority of instances, the parents of these students did not attain a high school degree.

The second factor yielding the most number of points was the Limited English Proficiency factor. The majority of the students received a rating of 3 - 5 which means that their English language proficiency can preclude successful participation in a classroom conducted solely in English. This factor becomes even more prominent in the higher grades as present State law only requires that students receive a single 45 minute period of English as a Second Language and the rest of the school day students are mainstreamed with English dominant speakers.

The third factor, extracurricular participation, showed that the majority of students do not participate in any extracurricular organization nor is there any identifiable student interest evidenced.

A frequency analysis of seventh grade project participants showed that 22% or less fell in the low 'at risk' category, 51% or more fell in the moderate 'at-risk' and category and 0% fell in the high 'at-risk' category (see Chart 2). Eighth grade data showed that 16.7% fell in the low 'at-risk' category and 44.7% fell in the moderate 'at-risk' category. Unlike previous years, there was an increased amount of missing data suggesting that the increased level of participation and the sustained level of supervision, perhaps coupled with reduced staff development opportunities may have implications for the effectiveness of the project and the usefulness of the profile instrument. Again, these are arbitrary categories until additional analyses can be accomplished using 1992-1993 data.

Chart 2

Percentage of Students By Category

1990 - 91

Range of Scores	Low At-Risk 0 - 16	Moderate At-Risk 17 - 32	High At-Risk 33 - 50+	Missing	N
Grade 7	n = 16 4.4%	n = 257 69.6%	n = 4 1.1%	n = 92 24.9%	369
Grade 8	n = 6 1.8%	n = 189 57.3%	n = 8 2.4%	n = 127 38.5%	330

Academic Performance -- NRT

Mean NCE gain scores were determined for the reading, language arts, and math subtests. The data are presented below for each grade level.

The **reading** scores for seventh graders were very similar for the two years (see Chart 3). The **language arts** and the **math** scores show a decline as the students progress from grade 6 to grade 7.

Chart 3

Mean NCE Scores on the NRT for 7th Grade Students in

Their First Year in the Dropout Prevention Program

1990 - 91

Year	Reading / N	Lang. Arts / N	Math / N
1989 - 1990*	25.49 / 325	39.03 / 322	39.83 / 325
1990 - 1991**	25.73 / 313	34.10 / 311	35.10 / 315

*Year they were referred/selected for the Program
**First year in Dropout Prevention Program

Chart 4 shows that the **reading** scores for eighth graders in their second year in the program are consistent with their scores of the previous two years (grades 6 & 7). The **language arts** scores show an inconsistency during the three year period while the **math** scores show a steady decrease during the three year period.

Chart 4

Mean NCE Scores on the NRT for 8th Grade Students in

Their Second Year in the Dropout Prevention Program

1990 - 91

Year	Reading / N	Lang. Arts / N	Math / N
1988 - 1989*	25.11 / 236	34.94 / 231	38.41 / 234
1989 - 1990	25.84 / 252	32.90 / 241	36.41 / 258
1990 - 1991**	25.94 / 279	33.43 / 276	33.98 / 279

*Year they were referred/selected for the Program
**Second year in Dropout Prevention Program

Overall, the **reading, language arts,** and **math** scores for ninth grade students are inconsistent from year to year (see Chart 5). The scores for each of the sub-tests declined from ninth grade to tenth grade. The scores for **reading** and **language arts** declined more dramatically than the **math** scores.

Chart 5

Mean NCE Scores on the NRT for 9th Grade Students in
Their First Year Out of the Dropout Prevention Program
1990 - 91

Year	Reading / N	Lang. Arts / N	Math / N
1987 - 1988*	24.89 / 72	35.01 / 72	36.97 / 71
1988 - 1989	24.34 / 65	33.82 / 65	34.19 / 69
1989 - 1990	26.41 / 66	35.05 / 65	32.20 / 66
1990 - 1991**	20.65 / 66	27.12 / 66	30.48 / 65

*Year they were referred/selected for the Program
Ninth grade students' first year **out of the Dropout Prevention Program.

The scores for the tenth grade students their second year of the program showed a small decrease in **reading** and **language arts** and a slight increase in **math** (see Chart 6). The **reading** scores from sixth to tenth grade gradually declined each year. The **language arts** and **math** scores were inconsistent from year to year.

Chart 6

Mean NCE Scores on the NRT for 10th Grade Students in

Their Second Year Out of the Dropout Prevention Program

1990 - 91

Year	Reading / N	Lang. Arts / N	Math / N
1986 - 1987*	25.54 / 70	34.01 / 70	33.49 / 70
1987 - 1988	24.44 / 70	30.53 / 68	35.58 / 71
1988 - 1989	24.71 / 72	32.11 / 66	32.56 / 68
1989 - 1990	22.26 / 78	29.44 / 77	30.90 / 78
1990 - 1991**	21.22 / 74	26.45 / 74	32.89 / 73

*Year they were referred/selected for the Program
Tenth grade students' second year **out of the Dropout Prevention Program.

Academic Performance -- TCRT

The mean number of objectives mastered was determined for each of the subtests on the statewide administered Texas Assessment of Academic Skills (TAAS). The number of objectives assessed is also shown for each subject and grade level.

Mean scores for the number of skills mastered on the statewide assessment, TAAS, show that the **reading, language arts,** and **math** scores for the seventh graders dropped dramatically from fifth to seventh grade (see Chart 7).

Chart 7

Mean TAAS Scores for Seventh Graders

Mean # Mastered / # Possible

1990 - 91

Grade	Reading	Writing	Math
Fifth Grade			
Mean	4.90	4.03	7.31
# Objectives	9	6	11
N	185	183	182
Seventh Grade			
Mean	0.77	0.94	2.72
# Objectives	10	6	11
N	282	275	282

For the ninth grade students, the **reading** and **math** scores were very close from fifth to seventh grade and then declined in ninth grade (see Chart 8). The **writing** scores declined each year from fifth to ninth grade.

Chart 8

Mean TAAS Scores for Ninth Graders

Mean # Mastered / # Possible

1990 - 91

Grade	Reading	Writing	Math
Fifth Grade			
Mean	4.51	4.24	6.53
# Objectives	9	6	11
N	59	59	59
Seventh Grade			
Mean	4.68	2.81	6.66
# Objectives	10	6	11
N	73	73	70
Ninth Grade			
Mean	1.46	1.23	2.74
# Objectives	10	6	11
N	54	53	52

The academic performance for all four cohorts of students, on the standardized achievement test and the statewide criterion referenced test indicate that these students are functioning below average.

The results of the district-administered tests and the students' overall academic average ratings, however, indicate a discrepancy in the assessment of the students' academic performance. The data collected on the Profile Chart (see Appendix C) show that the majority of these students are mastering the objectives in the classroom (70% or better). Unquestionably, the discrepancy between classroom performance and standardized

achievement test performance has been an area of considerable controversy. Nevertheless, the findings in this study are problematic for the following reasons:

1. promotion and credit accrual is contingent upon course grades;
2. programmatic placement is contingent on performance on the standardized test; and
3. graduation is contingent on mastery of the skills on the statewide assessment instrument.

The findings suggest a need for consistent criteria to assess academic performance.

Trend Data

Trend data of NRT mean NCE scores were examined for seventh, eighth, and ninth grade students to note differences in the cohorts of students at each grade level.

For **seventh** grade students, the mean reading scores for 1987-88, 1989-90, and 1990-91 were fairly close; however, the 1988-89 group of seventh graders had lower mean reading NCE scores (see Chart 9). For language arts, each year, the seventh graders had a slightly higher mean NCE score. For math, the 1987-88 group of seventh graders had a lower score than the other three years.

Chart 9

Trend Data for 7th Grade Students

NRT Mean NCE Scores

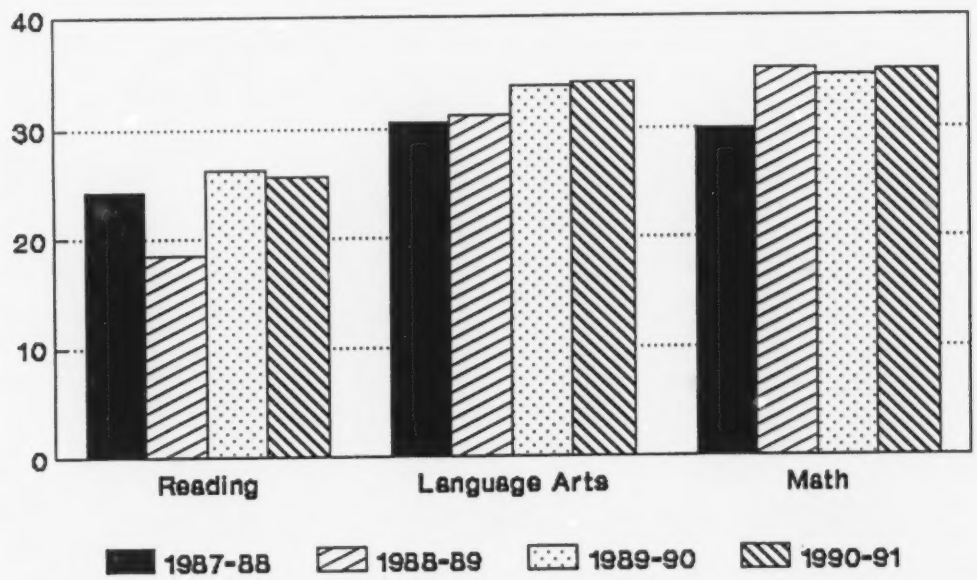
Subject	1987 - 88	1988 - 89	1989 - 90	1990 - 91
Reading	24.30	18.50	26.27	25.73
Lang. Arts	30.50	31.20	33.71	34.10
Math	29.90	35.30	34.72	35.10

When plotted on a bar graph, these differences are more obvious (see Illustration 1).

Illustration 1

Trend Data for 7th Grade Students

NRT Mean NCE Scores



The scores for all three sub-tests for 1989-90 and 1990-91 groups of **eighth** graders were very close (see Chart 10 & Illustration 2). The 1988-89 group of eighth graders had lower

scores on all three subjects; however, the reading scores were much lower than the language arts or math scores.

Chart 10

Trend Data for Eighth Grade Students

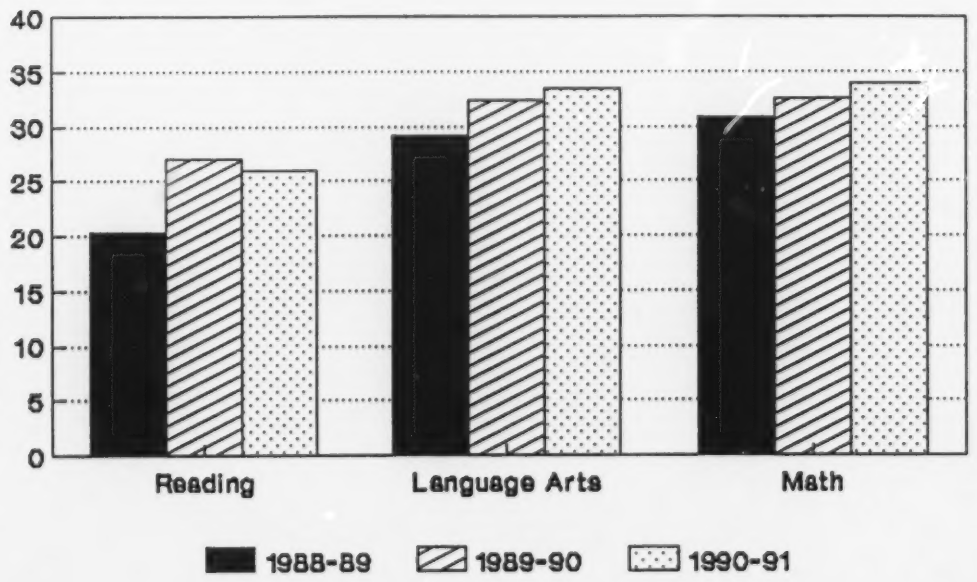
CTBS Mean NCE Scores

Subject	1988 - 89	1989 - 90	1990 - 91
Reading	20.40	26.99	25.94
Lang. Arts	29.20	32.43	33.43
Math	30.80	32.53	33.98

Illustration 2

Trend Data for Eighth Grade Students

CTBS Mean NCE Scores



The scores on all three sub-tests are close for the two groups of **ninth** grade students (see Chart 11 and Illustration 3).

Chart 11

Trend Data For Ninth Grade Students

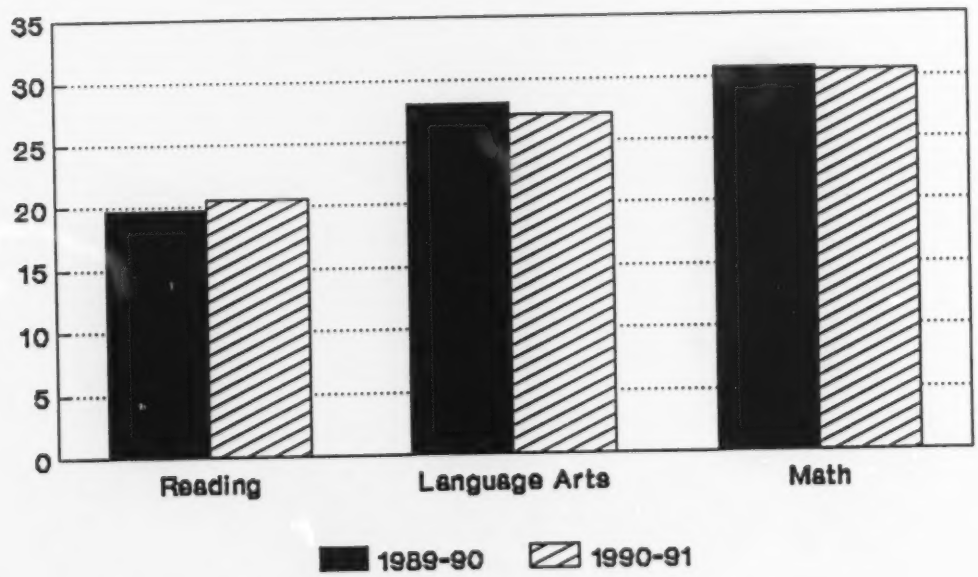
NRT Mean NCE Scores

Subject	1989 - 90	1990 - 91
Reading	19.84	20.65
Lang. Arts	28.03	27.12
Math	30.81	30.48

Illustration 3

Trend Data For Ninth Grade Students

NRT Mean NCE Scores



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Conclusions/Implications

The findings presented above suggest specific social and academic program offering needs for this particular population of students. The **social** factors that surfaced prominently using the At-Risk Profile Chart suggest a need for the following program components:

1. a parental involvement program that teaches parents how to be supportive of their children's school environment. Their parents typically were dropouts themselves and are unfamiliar with the school setting and the increased diverse career opportunities available to their children. This lack of familiarity precludes them from being role models for their students.
2. a counseling component that can help students develop a sense of self-worth and self-esteem. Typically students from poverty environments tend to have a sense of "I can't" for a variety of reasons. They see no way out of their economic depravity because of the lack of appropriate role models either in the home environment or in the school/community environment.
3. multiple extracurricular type activities for these students that will enable the school/individual bonding process that seems to be the primary motivating factor for keeping students in school (Seldin, 1989; Orr, 1987).

The findings regarding the **academic** factors suggest

1. a strong need to clearly define the academic curricula to ensure that students are able to successfully perform academically. Since the 11th/12th grade administration of the TCRT (also known as the Exit Level TCRT) requires 70% mastery of the skills in all areas in order to graduate, it is clear that these students are in need of a strong academic support program.
2. a strong need for an English language development program across the content areas given the limited English proficiency of these students.
3. an extension of the program to provide a similar support system in grades 9 - 12.
4. a need to study which elementary schools served this population of students in their early years of schooling. Perhaps there exists a need for earlier intervention on these campuses.

Data Collector's Name

P.A.S.S. (Positive Avenues for Student Success) Program

School Year
1989-1990

Student's Name
ID #
Physical Address
Mailing Address
Telephone #

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
	Gender M F	Ethnicity A H B As O	Elementary School (Date Entered)	Days ABSENT 1989-90 as of ____ six wks.	CTBS -- Lang. Arts Spr. 87 -- NCE	CTBS -- Lang. Arts Spr. 88 -- NCE	CTBS -- Lang. Arts Spr. 89 -- NCE	CTBS -- Lang. Arts Spr. 90 -- NCE	5th TEAMS - READ # Obj. Mastered	7th TEAMS - READ # Obj. Mastered	9th TEAMS - READ # Obj. Mastered	5th TEAMS - MATH # Obj. Mastered	7th TEAMS - MATH # Obj. Mastered	9th TEAMS - MATH # Obj. Mastered	5th TEAMS - WRITING # Obj. Mastered	7th TEAMS - WRITING # Obj. Mastered	9th TEAMS - WRITING # Obj. Mastered	Participating in Individual Counseling	External Counseling	Juvenile/Criminal Justice Referral	Parental Involvement 1. Alicia Perez 2. Meetings 3. Home Visits 4. Phone Calls 5. Other	Sex Rating Scale	Age (as of 9/1/90)	# older siblings who dropped out	# of years retained in school	Overall Academic Average	Attitude	Economic	Disciplinary Status	Student Employment Status	LEP Status	Migrant Status	Marital Status	Extracurricular Participation	Parental Status	TOTAL RATING	Teacher's COMMENTS
					R / LA	R / LA	R / LA	R / LA													1. 2. 3. 4. 5.														
					R / LA	R / LA	R / LA	R / LA													1. 2. 3. 4. 5.														
					R / LA	R / LA	R / LA	R / LA													1. 2. 3. 4. 5.														
					R / LA	R / LA	R / LA	R / LA													1. 2. 3. 4. 5.														
					R / LA	R / LA	R / LA	R / LA													1. 2. 3. 4. 5.														

APPENDIX A1
DATA COLLECTION FORM

APPENDIX B

Rating Scale Criteria
for use with the
"At-Risk" Profile Chart

Directions: Each category has been assigned specific criteria on a scale of 1-5. Assign a numerical rating in each category for every student.

ACADEMIC AVE. 1. Overall GPA 90 - 100 2. Overall GPA 80 - 89 3. Overall GPA 75 - 79 4. Overall GPA 70 - 74 5. Overall GPA < 70	DISCIPLINARY STATUS 1. No recurring or major discipline problems 2. Recurring discipline problems and referred to in-school suspension 3. Assigned to off-campus (alternative school) suspension > 1 4. Expulsion pending adm. hearing or local school board appeal 5. Juvenile delinquent probationary status
Student Employment Status 1. 0 - 9 hours 2. 10 - 12 hours 3. 13 - 14 hours 4. 15 - 21 hours 5. 22+ hours	Attitude Towards School 1. Attends school regularly 2. Attends school regularly and has little parental support 3. Take it or leave it attitude towards school related activities (academic/extracurricular) 4. Truant and no parental support 5. Frequent truancy and exhibits a negative attitude
Economic Status 1. No free lunch, some cash on hand 2. No free lunch 3. Reduced lunch, some cash on hand 4. Reduced lunch 5. Free lunch	English Language Proficiency Status 1. Proficient speaker of English (non-LEP) 2. Non-LEP between the 23rd and 39th percentile 3. LEP below the 40th percentile 4. Recent immigrants, literate in native language 5. Native speaker of a lang. other than English; low literacy skills
Migrant Status 1. Formerly mig.--5 yrs. 2. Formerly mig.--3-4 yr 3. Formerly mig.--2 yrs. 4. Formerly mig.--1 yr. 5. Currently migrant	Marital Status 1. Female -- unmarried/not pregnant Male -- unmarried 2. Male -- married/non-pregnant spouse 3. Female -- married 4. Female -- married/pregnant Male -- married pregnant spouse 5. Female -- unmarried/pregnant

Parental Status	ExtraCurricular Participation
1. Both original parents -- unabusive	1. Membership in 1 or more school organizations and holds office in 1 school organization
2. Guardians	2. Membership in more than 1 school organization
3. Single parent/step parent--non abusive	3. Membership in 1 school organization
4. Single parent/step parent -- abusive	4. No extracurricular participation
5. Both original parents -- abusive	5. No identifiable student interests evidenced

APPENDIX C 1

Results of At-Risk Profile Chart Data Collection for 7th Graders
1990 - 91
N = 369

Characteristic	0 %	1 %	2 %	3 %	4 %	5 %	# cases missing %	Total %
# of older siblings who dropped out	59.3	10.6	4.6	1.1	3.0	0.5	20.9	100
# yrs retained	62.9	26.8	2.7	0.3	---	---	7.3	100
overall academic average	0.5	11.4	32.2	25.2	12.7	7.3	10.6	100
attitude	0.3	64.8	4.3	12.5	4.1	3.3	10.8	100
economic status	---	2.4	1.4	2.4	0.5	**82.4**	10.8	100
disciplinary status	0.3	64.0	19.0	5.1	0.5	0.5	10.6	100
stud emp status	10.8	75.9	1.1	---	0.3	---	11.9	100
LEP status	---	11.7	13.6	3.3	**62.3**	---	9.2	100
migrant status	49.1	8.7	4.1	4.6	3.3	15.4	14.9	100
marital status	3.8	86.2	0.5	0.3	---	---	9.2	100
extracurricular	3.5	3.0	7.6	11.7	**49.9**	**13.0**	11.4	100
parental status	---	57.7	1.6	19.5	4.9	0.5	15.7	100

To determine the at-risk categories shown below the last 10 characteristics of "at-riskness" above x the highest rating possible (5) yielded a total of 50 points possible if a student should rate a 5 in all of the categories. This total was divided by 3 which meant that the range of scores for each category had a point spread of 16 points. Additional points are added for each older sibling who has dropped out as well as for every year the student is 'overage' for his assigned grade level.

	Low At-Risk	Moderate At-Risk	High At-Risk	Missing
Range of scores for 7th grade students	0 - 16 4.4%	17 - 32 69.6%	33 - 50+ 1.1%	 24.9%

APPENDIX C 2

Results of At-Risk Profile Chart Data Collection for 8th Graders
1990 - 91
N = 330

Characteristic	0 %	1 %	2 %	3 %	4 %	5 %	# cases missing %	Total %
# of older siblings who dropped out	63.3	7.6	5.2	3.9	0.3	1.5	18.2	100
# yrs retained	61.5	25.2	3.9	0.3	---	---	9.1	100
overall academic average	---	16.4	38.2	15.8	9.4	10.0	10.3	100
attitude	---	62.1	10.3	12.4	3.3	4.5	7.3	100
economic status	---	3.9	1.8	0.3	0.6	**83.6**	9.7	100
disciplinary status	0.3	63.6	20.0	3.3	1.2	1.2	10.3	100
stud emp status	3.0	76.7	1.5	0.9	0.3	---	17.6	100
LEP status	---	6.1	13.6	3.0	**49.1**	2.4	25.8	100
migrant status	50.9	3.9	3.9	3.0	7.0	16.1	15.2	100
marital status	---	90.3	0.3	0.3	0.3	0.6	8.2	100
extracurricular	---	2.1	3.9	10.3	**59.4**	**12.7**	11.5	100
parental status	---	52.4	4.8	19.1	4.5	0.9	18.2	100

To determine the at-risk categories shown below the last 10 characteristics of "at-riskness" above x the highest rating possible (5) yielded a total of 50 points possible if a student should rate a 5 in all of the categories. This total was divided by 3 which meant that the range of scores for each category had a point spread of 16 points. Additional points are added for each older sibling who has dropped out as well as for every year the student is 'overage' for his assigned grade level.

	Low At-Risk	Moderate At-Risk	High At-Risk	Missing
Range of scores for 8th grade students	0 - 16 1.8%	17 - 32 57.3%	33 - 50+ 2.4%	 38.5%

APPENDIX C 3

Results of At-Risk Profile Chart Data Collection for 9th Graders

1990 - 91
N = 75

Characteristic	0 %	1 %	2 %	3 %	4 %	5 %	# of cases missing %	Total %
# of older siblings who dropped out	32.0	8.0	4.0	2.7	1.3	---	52.0	100
# yrs retained	62.7	24.0	4.0	1.3	---	---	8.0	100
overall academic average	---	4.0	5.3	10.7	10.7	6.7	62.7	100
attitude	---	22.7	4.0	9.3	---	1.3	62.7	100
economic status	---	6.7	---	---	---	41.3	52.0	100
disciplinary status	---	33.3	4.0	---	---	---	62.7	100
stud emp status	1.3	46.7	---	---	---	---	52.0	100
LEP status	---	---	---	---	---	---	100.0	100
migrant status	24.0	10.7	1.3	4.0	2.7	5.3	52.0	100
marital status	---	45.3	2.7	---	---	---	52.0	100
extracurricular	---	1.3	9.3	2.7	34.7	---	52.0	100
parental status	---	32.0	---	13.3	2.7	---	52.0	100

APPENDIX C 4

Results of At-Risk Profile Chart Data Collection for 10th Graders

1990 - 91
N = 83

Characteristic	0 %	1 %	2 %	3 %	4 %	5 %	# of cases missing %	Total %
# of older siblings who dropped out	65.1	13.3	1.2	---	---	---	3.6	100
# yrs retained	54.2	32.5	7.2	1.2	---	---	4.8	100
overall academic average	---	8.4	21.7	13.3	13.3	10.8	32.5	100
attitude	---	43.4	7.2	10.8	4.8	1.2	32.5	100
economic status	---	12.0	1.2	3.6	---	66.3	16.9	100
disciplinary status	---	65.1	1.2	1.2	---	1.2	31.3	100
stud emp status	1.2	71.1	---	---	2.4	6.0	19.3	100
LEP status	---	---	---	---	---	---	100.0	100
migrant status	55.4	14.5	4.8	1.2	4.8	2.4	16.9	100
marital status	---	83.1	---	---	---	---	16.9	100
extracurricular	---	2.4	10.8	6.0	59.0	4.8	16.9	100
parental status	---	61.4	3.6	9.6	8.4	---	16.9	100

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